



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

**PERTINENT PARAGRAPHS**

The Church Workers in University Centers are indebted to the various Boards of Education for complimentary subscriptions to CHRISTIAN EDUCATION.

Dr. Kelly has been made a member of the National Conference Committee on Standards of Colleges and Secondary Schools, representing the Association of American Colleges.

An unusually capable dean of women and experienced professors of French, German and Economics have been reported to the editor as available for the next college year. He will be glad to give further information.

The ranking order of majors on the basis of student enrollment in De Pauw University the present year is English, History, Economics, Romance Languages, Chemistry, Mathematics. This indicates that the trend recently reported for the Congregational colleges is operative elsewhere as well.

The Student Christian Association of the University of Michigan is conducting during the months of March and April a Religious Education Institute. This Institute holds night sessions and offers courses in Religious Psychology, New Testament, Story Telling, Old Testament, Religious Pedagogy and Music and General Programs.

In view of the general impression that the educated man is being somewhat counted out during these days following the war, it is interesting to note that seven out of ten of Mr. Harding's cabinet are college men. This is not a bad proportion when it is recalled that there was but one college man in George Washington's cabinet.

Mr. Justice Oliver Wendell Holmes, Jr., offers this definition of a university:

"It is a place from which men start for the Eternal City. In the university are pictured the ideals which abide in the City of God. Many roads lead to that haven, and those who are here have traveled by different paths toward the goal. \* \* \* My way has been by the ocean of the law. On that I have learned a part of the great lesson, the lesson not of law but of life." Who can improve on this definition?

Ohio Wesleyan University is not only engaged in the business of developing leaders, but gives this definite statistical information:

## VOCATIONAL DISTRIBUTION OF THE CLASS OF 1919

Advertising, 1; Banking, 3; Business, 15; Civil Service, 1; Engineering, 1; Farming, 2; Home-making, 15; Interior Decorating, 2; Journalism, 3; Law, 6; Librarian, 1; Ministry, 9; Missionary, 20; Medicine, 2; Nursing, 2; Secretarial Work, 2; Social Service, 7; Teaching, 37; Y. M. C. A., 3; Y. W. C. A., 3; Undecided, 38—Number in class, 188; Questionnaires returned, 173; Planning to do graduate work, 98; Teaching this year, 72; Teaching as life work, 37; Religious work, 42.

## VOCATIONAL DISTRIBUTION OF THE CLASS OF 1920

Advertising, 1; Accounting, 1; Agriculture, 1; Architecture, 2; Army, 1; Art, 1; Business, 28; Chemist, 2; Dietitian, 2; Dramatics, 1; Engineering, 2; Home-making, 6; Interior Decorating, 1; Journalism, 3; Law, 9; Library Work, 1; Ministry, 8; Missionary, 27; Medicine, 5; Music, 4; Nursing, 2; Newspaper, 1; Secretarial work, 1; Social Service, 10; Teaching, 39; Religious Education, 4; Y. M. C. A., 5; Y. W. C. A., 2; Undecided, 58—Number in class, 239; Questionnaires returned, 227; Planning to do graduate work, 146; Religious work, 56; Teaching this year, 87; Teaching as a life work, 39.

Volume 24, No. 23, of the WHITMAN COLLEGE QUARTERLY is entitled "The Success of Whitman College." Here is an extract from this extremely interesting pamphlet:

"A distinctive feature is the system of major examinations, which has been in operation for eight years. Before a student can be graduated he must pass successfully in the spring of his senior year a semi-public examination of approximately three hours upon the entire field of his major work before a committee of the faculty. This examination, covering three or four years of work in the major study, is thorough and searching. While not technical, it requires a comprehensive and accurate knowledge of the field. It influences the attitude of the student toward his studies from the beginning of his course and stimulates a comprehensive synthesis of the work in the major study."

Through the generosity of Professor Irving F. Wood, of Smith College, CHRISTIAN EDUCATION is being sent this year to all of the members of the Association of Biblical Instructors in American Colleges and Secondary Schools.

## THE UNDENOMINATIONAL SMALL COLLEGE

Monroe's Cyclopedia of Education, Vol. 2, p. 78, gives an excellent description of the undenominational small college which certainly applies as well to many denominational small colleges:

"The undenominational small college, which refuses to lower its standard from any notion of the importance of mere numbers; which devotes its energies to its own mission as the maker of men and leaves to the university its own distinct work of making specialists; which guards against the evil and employs the good in athletics; which evades the temptation to shift any considerable part of its teaching upon inexperienced underpaid and temporary assistants; which sees the extravagance of spending large sums for fine buildings and small sums for strong teachers; which avoids the large-college tendency to substitute mechanism for personality in administration; which is yearly a severer critic of itself than any outside agencies; such a college, open to the accredited graduates of every approved high school, offering a few elective courses in the most important branches of strictly college study, taught to small groups by scholars who are first men, governed by personal kindness rather than by general rules, encouraging various student activities which call for the exercise of every worthy faculty of every student, has a place so secure and so important that all the tendencies today in large colleges and in professional schools are serving only to strengthen the small college of this type against its real and supposed dangers."

## A LEAGUE OF HEARTS

The candle ceremony of the Cosmopolitan Clubs expresses effectively the central idea for which the Council of Church Boards of Education and its constituent Boards stand.

"As light begets light, so love, service and good will are passed on together. We promise one another that the light of international friendship and good will kindled in these meetings shall never die. We pledge ourselves to the extension of the *League of Hearts* behind the *League of Nations*."

Albert L. Barrows, the secretary of the Division of Educational Relations of the National Research Council, is publishing in an early number of *School and Society* a paper on the Honors System in American Colleges and Universities. There is no

more important problem for the administrators of American colleges than that of student scholarship, and this paper gives some most pertinent suggestions.

Professor Charles F. Kent, of Yale University, has been released by the University for the first half of the academic year, beginning in September, 1921, in order that he may hold a series of conferences on the study of biblical history and literature and allied subjects in colleges, universities and community centers. The Council of Church Boards of Education is assisting him in arranging his itinerary in the colleges and universities and will give full information upon request.

---

**STUDENT ATTENDANCE AT PROTESTANT RELIGIOUS  
TRAINING SCHOOLS IN THE U. S., AUTUMN  
SESSION, 1920**

O. D. FOSTER

Several attempts have been made to get complete information from all the Protestant Religious Training Schools in the United States, but the returns have not been entirely satisfactory. This is due to divers reasons. The classification in these schools is so varied and various that it is next to impossible to make a blank on which to collect the data suitable to these heterogeneous institutions. Some offer one, some two, some three and some four years of regular work. Some classify graduates as students having a degree when entering the school; others regard as graduates students who remain for further study after completing a course. The classification as to years, then, is but the best approximation we can give.

Some of these schools are of the highest grade and order. e. g., the Disciple School at Indianapolis and the independent schools at Hartford, Conn. Others admit most anyone having good intentions, regardless of previous training or equipment. There are some, it will be seen, fortunately the number is small, which have in attendance those who have received no more than a grammar school education. On the other hand there are those which call for a college education. Some schools offer a four years' course of high grade, during which time the student gets both technical and cultural training. Among these are to be